



In the Catholic Dominican Tradition

A community enriched by difference; inspiring learning for a life of purpose

ST LUCY'S SCHOOL ANNUAL REPORT 2019



JOY | COMMUNITY | COURAGE | TRUTH

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

The Annual Report to the School Community provides information about school performance, initiatives and developments during the year and achievements arising from planned development.

The report draws together information of major interest and importance to the School Community and demonstrates accountability to Dominican Education Australia and Government regulatory bodies. This report complements and is supplementary to the School newsletter and other regular communications. Further information about the School and/or this report is available at the School.

St Lucy's School is dedicated to students with disabilities. St Lucy's mission is a community enriched by difference; inspiring learning for a life of purpose. Our values are Joy, Community, Courage and Truth. Success of this Mission is achieved within the framework of the three year strategic plan.

The activities undertaken in each of the areas of focus as outlined in the 2018 Annual Report are detailed below:

1. Successful passage of Development Application to Kur-ring-gai Council for change of use of 10 Billyard from residential to educational use
2. Morabito Constructions commenced the building of the primary classrooms (16 classes and underground carpark for staff and parent kiss and drop)
3. Use of two classrooms at Prouille Catholic Primary School (while we build)
4. NSW Education Standards (NESA) accreditation and registration inspection in relation to the implementation of the Year 7 curriculum and in preparation for delivery of Year 8 in 2020
5. Successful and well-received implementation of a second teacher's aide per class at Wahroonga campus to better serve the needs of the students and enhance teaching and learning and consequent increase in staff by 30 percent with resultant induction and enculturation
6. Completion of a year-long consultation reviewing the mission and values statements of the School
7. Annual fundraising target met to bridge the deficit
8. Enhanced levels of communication between school and home by staff with a particular focus on academic achievement
9. Successful management of the campus in somewhat constrained spaces during the major construction with a focus on safety and unity of purpose
10. Appointment and induction of several new Board members
11. The Satellite Facilitator greatly assisted the beaches satellite staff to be more connected
12. Religious Education units of work implemented in primary years of schooling and on-going work on development of secondary units
13. Appointment of a social worker as our Family Support Worker to enhance delivery of welfare and support services to families including assistance with NDIS
14. Workshops in Positive Behaviour Support, toileting, Key Word Sign for parents and professionals
15. Very good parent and staff annual survey results

David Raphael
Principal

Chair of the St Lucy's School Board

I am writing this report reflecting on the work of the St Lucy's Board in 2019 at a time when our world has been completely disrupted by the impact of the coronavirus and nothing is as it was. In fact, in looking back to what happened in 2019, you could almost call them halcyon days. While life is never predictable and there were certainly great changes on the way, the normal ebb and flow of school life continued with the introduction of Year 7, the first secondary class as we move to a Years K – 12 school, the building work commenced on our new building and the Executive involved in planning for the future as well as managing the here and now.

One of the delights of the year has been seeing our new building of sixteen new classrooms rise from the ground. It hasn't necessarily been an easy process as we have had to contend with restrictions imposed by Kuring-Gai Council as to how the builders operated. Nevertheless, as the end of the year arrived, we could see that our desired occupation mid-2020 would take place. I would like to thank our builders Marc Morabito Constructions and our project managers APP for their great work throughout the year. I would also like to acknowledge and thank the local Catholic primary school Prouille who have welcomed 2 St Lucy's classes this year as we were not able to accommodate them on the site because of the building works.

In addition, we were very pleased that we were able to gain permission for change of use for educational purposes for 10 Billyard St. We were then able to plan for the necessary refurbishment so that the property could be adapted for school use. This has been completed and is now in use by a range of staff including our Therapy Team. It has also provided additional space for meetings etc as the major building work continues.

The other major occurrence this year has been the arrival of our first Year 7 class, the first class in our move to educating students from Years 7 -12. This, in addition to providing additional support in our K – 6 classes, has seen our staffing increase by almost a third. This pattern will continue as we add additional classes. This has placed considerable pressure on all staff as they have had to cope with restricted space and changes to our daily structure such as different start and finish times and break times for our secondary students. Their generosity and flexibility in managing these changes are to be applauded.

Our relationship with our governing body, Dominican Education Australia, continues to develop. This year we welcomed the Trustees to our Annual General Meeting which provided them with the opportunity to see our building works in progress. The Chairs and Principals of DEA meet twice a year and, at our first meeting of the year in Adelaide, we farewelled Sue Fabian as the first Chair of DEA and welcomed Eileen Young to the role. Later in the year, we welcomed two Trustees, Mary Jacquier and Paul Davis, to what will be a regular twice-yearly meeting with David Raphael and me as Chair. In addition, I attended with 3 members of the St Lucy's teaching staff the Dominican Education Conference in Invercargill, New Zealand which was a great gathering of school leaders and staff from across Australia and New Zealand.

St Lucy's continues to be very grateful for the great generosity of so many people who continue to give so generously to the school. Without their ongoing support we would not be able to provide the range of services to families that we do such as additional support in the classrooms, therapy support and our extensive creative arts program. I particularly thank Tamara Oppen, the Chair of the Foundation Advisory Committee and other members of the Committee for the work they do. The Parliamentary House Lunch which they organised was a great success and raised

considerable money for the school. Our guest speaker was David Murray AO, former CEO of the Commonwealth Bank and now Chair of the AMP.

Finally, I thank my fellow directors for their continued dedication and commitment to St Lucy's and for giving generously of their time and expertise: Steven Graham (Deputy Chair), Paul Reid, Sr Rosemary Lewins OP, Jim Verco, Danielle Funston, Andrew Biddle and Zack Duke. This year we farewelled three directors, Steven Graham and Sr Rosemary Lewins OP who have completed their term on the Board and Paul Reid who has been appointed a Trustee of DEA from 2020. Once again, I thank the School Executive: David Raphael, Susan Jones, Caroline Fowler and Vanessa Dillon. The Board is indeed grateful for the professional way they have so successfully steered the school through what was indeed a demanding year with the building program and the increase in the school population.

Kitty Guerin
Chair
Board of Directors

President of the Parents and Friends Association

During 2019, the P&F Volunteer team has continued its focus on further cementing our broader community relationships and bringing together our geographically spread St Lucy's School community. We hosted a Mother's Day and Father's Day stall, giving the children valuable opportunities to practise shopping skills among other school related events, thanks to the staff and volunteers. The Pamper Night for mothers was enjoyed by those who attended. Feedback is for a definite repeat.

The Parent Information Night at the beginning of the year is always terrific fun as we introduced ourselves to all our new families and were reacquainted with old friends. The night provided opportunities to socialise which can often be difficult due to the wide geographical spread of our families. We organised the Friendship list that was distributed via the class parents and encouraged them to get in touch with the other parents in their class. Some classes organised play dates, dinners out for the parents, picnic days, morning teas and other events. This was wonderful to see and we want to continue this focus moving forward.

Our P&F meetings gained momentum during 2019, with increased numbers of parents attending. The meetings have been an opportunity for the sharing of ideas and the coming together of parents wanting to engage with the Principal and parent community. Updates on the building works have been well received and there remains a feeling of excitement for its completion. Something we can all look forward to. The initial concern regarding inconveniences around drop off and pick up time, parking and access during construction have been minimal. Once construction was underway we could all see the long term goal coming to life.

In Term 1 and 2, the P & F organised a family picnic day on a Sunday where the school opened the oval and families could come for a couple of hours to play on the equipment and play with their siblings and peers in a safe, secure and familiar environment. We had up to 30 families attend and it was such a wonderful opportunity to connect with other families. For one of the picnics the P & F hires a jumping castle for 4 hours which was so much fun for the children and their siblings. This is something we would like to continue with different themes throughout the year. Thank you to the school for providing this opportunity for our families, we look forward to more family fun days.

The class parent reps met with the P & F committee for a morning tea to meet one another and workshop ideas to get our classes together as a parent group during the year. There were many great ideas shared and lots of sharing of experiences, a well worthwhile meeting.

The P & F organised a fun trivia night with a Spring Theme to provide a night out for parents, friends and staff of St Lucys. We had 110 people in attendance and raised over \$4,000 for the P & F Fund and some contributions were also made to the Manrique Bursary. We had many sponsors and donations from local businesses and beyond. The generosity was overwhelming. Thanks to Amy Dillon, Alex Fisher, Ali Picone, Caroline Fowler and other St Lucy's staff for their assistance in getting this night organised. We all enjoyed it and would like to add to the calendar again, however this will have to be confirmed at a later date in 2020.

During 2019 the P & F have sold Entertainment Books with a small portion of the sales going to the P & F Fund, we sold over 80 books and continue to sell now The Entertainment Book Company offer online memberships all year round.

The P & F announced a St Lucy's Parent & Friends community Facebook page which went live during Term 1, 2019. The page is only accessible for parents or carers of currently enrolled children. There are a few questions asked when someone wants to join the group and Terry Williamson qualifies these parents are of currently enrolled children before they are accepted into the group. To date we have 107 members. The page is used to share information, ideas, experiences, funny appropriate videos or jokes that we all need from time to time. It has been a wonderful way to make connections and share information.

The school canteen has continued to run on a Monday during 2019. These days have provided the opportunity for the children to try new food. The volunteers open the canteen to the students at lunch time which offers the students an opportunity to practice shopping skills.

The parents of new students were provided the opportunity to try on and purchase new uniforms after an orientation session. The uniforms were made available for the new students to pick up from the school during the new family picnic day prior to school starting.

The P&F of 2019 recognise that at the core of our work are the students of our wonderful school. All our volunteer efforts are made worthwhile by seeing their beautiful smiling faces and some new parent friendships ignited.

Kerrie Dietz & Peta Rostirola
Presidents, St Lucy's Parents and Friends Association

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Mission Statement and Values

St Lucy's School

In the Catholic Dominican Tradition

A community enriched by difference; inspiring learning for a life of purpose

The Spirit is ever present here as we embrace the **Joy** of moments

We foster **Community** through connections, relationships and collaboration

We act with **Courage** to inspire risk taking for growth

We seek to understand, respect and believe in **Truth**

We live **Joy**, we foster **Community**, we act with **Courage** and we pursue the **Truth**.

School Profile

St Lucy's School Wahroonga is an incorporated body owned by Dominican Education Australia and managed by a Board of Directors. St Lucy's is an independent, co-educational special school, and was registered and accredited for Years K-8 by NESA for 2019.

St Lucy's caters to primary and secondary aged students on our main campus in Sydney's Wahroonga and in satellite classes on the Northern Beaches. At St Lucy's, we view each child individually and work to unlock their unique potential and to encourage them to become independent. We provide a holistic education, offering outstanding academic programs taught by special educators. Participation in all areas of school life is supported through the involvement of the Therapy Services Team. The Therapy Services Team comprise of professionals in Speech Pathology, Occupational Therapy and Psychology. St Lucy's also employs a Family Support Worker who assists families in accessing services in their local community and supports them in the process of accessing the NDIS. It is part of our mission to raise awareness of issues pertaining to disability in the wider community.

Teaching and Learning

St Lucy's is a registered and accredited school with the NSW Education Standards Authority (NESA). Students at St Lucy's undertake a breadth of learning across the Curriculum in each of the NESA Key Learning Areas. Planning and programming in each learning area requires a high level of differentiation, with teaching and learning strategies selected to meet the strengths and needs of individual students within each class. St Lucy's staff utilise the latest research to inform teaching and learning and view collaboration between teams of staff and parents as key to successful outcomes for students. We believe that students learn best by doing and utilise a range of teaching methods to motivate and engage them in their learning. Each student has an Individual Education Plan which is informed by parent's priorities and detailed assessment information. St Lucy's acknowledges the role of parents as primary educators of their children and supports them as partners in learning.

Spirituality is encompassed in all that we do. The students come together as a community to pray, celebrate and sing. Religious Education is provided in class and a Sacramental Program is also available. Creative Arts is a central part of the St Lucy's curriculum. Specialist staff in the areas of Drama, Dance, Music and Visual Arts guide the children to find new ways to express their ideas and build their technical skills to communicate what they learn, think and wonder. The children also enjoy an extensive Physical Education curriculum including swimming, athletics, ball skills and bike riding taught by a specialist Physical Education teacher.

In 2019, as part of its vision of 'moving towards K-12', St Lucy's commenced the operation of the

secondary years of schooling with our first Year 7 cohort. Our secondary school students focus on a NESA Life Skills curriculum that promotes academic learning, community engagement and independence skills.

Professional learning is provided to teachers, parents, external educators and therapists by our expert staff and external providers such as AIS NSW.

Additional programs are offered to further develop each student's academic, creative and social and emotional learning. These include the Reading Tutor Program, Mathematics with Meaning, Handwriting Without Tears, Creative Arts' scholarships, play programs and after school programs. It is through our broad approach to education that students find and develop their individual interests, passions and gifts and acquire essential skills and knowledge for life.

Spiritual Life of St Lucy's

A major focus throughout 2019 was the review of our St Lucy's Vision and Mission Statements, and the associated school values. All staff were involved in this process, with rich discussion and opportunities for engagement provided throughout the year. All this input culminated in a Vision/ Mission Statement which reflects all aspects of our school, and is enhanced by four key values: Joy, Community, Courage and Truth. This statement and the new values will now provide the basis for many areas of school life going forward.

A whole school staff development day was coordinated by the Religious Education and Pastoral Care Coordinator, Vanessa Dillon, for Term 4. The focus of the day was on faith, fun and fellowship. The key messages presented to staff throughout the day included: effective self care practices, the importance of connectedness and relationships, and the awareness of the multifaith perspectives we have within our school from staff, student and family background. A collective highlight of the day, was the interfaith dialogue session which saw representatives of the Hindu, Islamic, Jewish and Buddhist traditions address staff with information about their faith, and an opportunity for questions.

The Religious Education Coordinator Vanessa Dillon, continued to strengthen ties with our local parish, Holy Name Wahroonga, through her presence as a member of the Parish Pastoral Council, as well as ongoing connections through the school-based Sacramental Program, Family Masses, HOPE Masses and significant liturgies and feast days.

These connections have also been further consolidated with other community and church organisations, so as to provide pastoral support to staff and families. C3 Church Wahroonga, provided four free shopping trips to their C3 Cares Warehouse for St Lucy's families to attend this year, as well as provided Christmas hampers for families identified by the school.

The Sacramental Program saw seven students and three siblings receive the Sacraments of Confirmation, Reconciliation and First Eucharist. Sr Helen Merrin OP facilitated the preparation sessions alongside Vanessa Dillon and Maria Sproats, our Sacramental Program volunteer. Fr David Ranson celebrated all of the Sacraments with the children, as the Broken Bay Diocese awaited the appointment of a new Bishop.

Many whole school liturgies were celebrated throughout the year, along with the Feast of St Dominic, which saw many coordinated activities enjoyed by students of St Lucy's. A special liturgy was included to commemorate the memory and legacy of the Manrique-Lutz family at their 3 year anniversary, as well as a special liturgy which took place at the beginning of the year to mark the memory of a St Lucy's parent who died during the January school holidays.

The continued development of the Religious Education curriculum was extended into the high school years. This curriculum, along with the Primary Years curriculum, was first developed three years ago to align with the ten Dominican Values which were documented within the school to provide a framework for formation. A major focus throughout the year as a school has been to review our Values and Vision/Mission statement. As a result, the RE Curriculum will be reviewed in 2020, and re-written accordingly to reflect these four new school values.

Pastoral Care

Pastoral Care at St Lucy's extends to families as well as the students enrolled at the school. All staff see their role as being one of support and understanding. The Religious Education Coordinator, Sr Helen our School Chaplain, the School Psychologists and our newly appointed Family Support Worker, work in collaboration with the School Executive and Registrar to assist parents, grandparents, carers and children at risk.

This year, various support groups have continued to operate including the Men's Group with Mr Warren Hopley and the OASIS Group which is a support network for our Satellite families. We also continued to promote the support and collegiality of the parish-formed HOPE Group, and supported our OASIS Meals Team who provide a number of meals for us to use in emergency situations. We created additional links with surrounding schools and businesses to ensure the provision of meals and other supplies, were readily available as needs arose.

Two Mum's Night Out events were hosted this year. These both took place at the Wahroonga Campus: one in May and another in November. They included food, pampering and a social networking opportunity, and each event was attended by 20 mums and carers. Another initiative which continued again this year was the Parent Retreat where staff made themselves available to supervise students and siblings for a three hour period on a Sunday afternoon, enabling parents the chance to use this time as they wished and enjoy some respite.

As well, the St Lucy's Holiday Program continued to operate at the end of Terms 1, 2 and 3 for the first week of the holiday period and was well attended and greatly appreciated by parents. In addition to these regular Holiday Programs, we also included a one week program in the January period of our 2019/2020 holiday break which was very well attended. Our annual Siblings' Day and Grandparents' Day had many in attendance and fun activities shared in the classrooms with our students. We also extended our Open Classrooms format for Father's Day and Mother's Day so that our parents could experience this same joyful hospitality.

Another two events which we highlighted more significantly this year, was National Volunteers Week and National Carers Week. For our volunteers, we provided a special morning tea, whole school assembly awards and acknowledgements and blessings, in-class thank you parties and certificates, and publications celebrating the many ways our volunteers enhance the learning and opportunities of our students. For carers, we provided ongoing promotions to community events made available in their region throughout the week, as well as hosted a free mindfulness and yoga evening for carers to attend, as well as a Walk and Talk morning with our school Psychologist.

Additionally, in partnership with the Therapy Services team, free information evenings were facilitated on a range of topics relevant to the needs of the children and families of St Lucy's, such as CBT (Cognitive Behaviour Therapy), toileting and sleeping workshops, and NDIS guidance and support.

Parents frequently express gratitude for the enormous support offered by the staff at St Lucy's School.

CHARACTERISTICS OF THE STUDENT BODY

Students by Primary Disability

Primary Disability	Boys	Girls	Total
Autism Spectrum Disorder	66	17	83
Cognitive Disability: Mild	7	10	17
Cognitive Disability: Moderate	26	8	34
Cognitive Disability: Severe	11	6	17
Physical	1		1
Hearing	3	3	6
Grand Total	114	44	158

Students by Gender and Year

2019	KG	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
Girls	6	8	7	4	4	3	6	3	41
%	15%	20%	17%	10%	10%	7%	15%	7%	100%
Boys	31	16	16	15	10	10	13	6	117
%	26%	14%	14%	13%	9%	%	11%	5%	100%
TOTAL	37	24	23	19	14	13	19	9	158
%	24%	15%	14%	12%	9%	8%	12%	6%	100%

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2019, 38 of the 41 students in Years 3, 5 and 7 who were eligible for NAPLAN (National Assessment Program – Literacy and Numeracy) were exempted under the provision for students with disabilities. One Year 5 and two Year 3 students undertook the pen and paper version of NAPLAN for all 4 tests. Given only three students undertook NAPLAN, publishing results is not appropriate.

TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Teacher Accreditation

The following table provides details of the Accreditation of St Lucy's teaching staff who were employed during 2019.

Level of Accreditation	Number
Provisional	1
Proficient Teacher	21
Total Number of Teachers	22

Teacher qualifications and professional learning

The following table provides details of the teacher qualifications and professional learning of St Lucy's teaching staff who were employed during 2019.

Teachers Qualifications	Number
Graduates in Teaching or Special Education	9
Post-graduate Special Education Qualifications	4
Masters Degree	9
Total Number of Teachers	22

Professional Learning

The following table provides information pertaining to the professional learning provided by external providers undertaken by St Lucy's staff during 2019.

Training Category	Staff Attending
Administration and Support	3
Staff Retreat	All Staff
Disability Specific	16
CPR/First Aid Course	7
CPR	All Staff
Compliance	All Staff
Leadership	5
Pastoral Care/Well Being	7
Spiritual & Personal Development	3
Teaching and Learning	21
Therapy	3
Vision & Hearing	1

WORKFORCE COMPOSITION

The table below shows the workforce composition in 2019.

Staff Category	Head Count	Full-Time Equivalent
Teachers	22	21.4
Teachers' Aides	34	26.1
Admin, Business Office & IT	11	10.2
Artists in Residence	5	1.7
Development Office	3	2.0
Therapists	7	6.3
PE	1	1.0
Pastoral	1	0.3
Maintenance	2	2.0
Total	86	71

STUDENT ATTENDANCE RATES

The student attendance rate in 2019 was 91.92%, which is an average of 14.7 days absent per student.

Student attendance rates by year group	
Year	Percentage attendance
K	95.14
1	92.71
2	88.35
3	89.69
4	91.11
5	92.48
6	94.05
7	91.90
Average	91.92%

Management of non-attendance

St Lucy's monitors and keeps appropriate attendance records thus meeting its obligations with regard to student's education, safety, protection and well-being. Student attendance is recorded daily on the student management database. Parents/guardians email absent@stlucys, as well as the class staff if their child is away to notify of absence, and provide the reason. All cases of unsatisfactory attendance and unexplained part or full day absences from school are investigated promptly. Unexplained absences are acted upon as follows:

Names of children with an extended, unapproved absence (more than 5 days) or who are regularly absent are reported to the Principal and Registrar by the class teacher and administration person on

front desk. This also applies for children who are frequently late (on more than 5 occasions) without an acceptable reason. The Principal acts upon unsatisfactory attendance by organising a meeting with or sending correspondence to the parents/guardians. The attendance issue and any action taken is recorded, as appropriate, on the student file. In cases where a student has an unexplained absence that exceeds 30 days in 100, the Principal accesses the mandatory reporters section of the Child Story Reporter website to determine whether a report is required.

Enrolment Policy

The Enrolment Policy is to be provided to parents or carers who are considering enrolment of their child at St Lucy's School or whose child is enrolled at the school. The Enrolment Policy is published on the School's website.

Enrolment is at the sole discretion of the Principal who will take into consideration the school's capacity to educate the student without unjustifiable hardship to the other students or the school.

The decision to enrol a student will involve consideration of the following:

- a) The availability of class placement which is based on student numbers and their level of educational need
- b) The suitability of school programs and resources as well as teacher resource/specialist support
- c) The provision of comprehensive information regarding the student's eligibility for enrolment (as detailed in the Enrolment Policy)
- d) The parents' full disclosure of the student's support needs including those required to support behaviour and other specific requirements/adjustments. Failure to comply may jeopardise an offer or continuation of enrolment.
- e) Proof that the student meets the eligibility criteria.

Eligibility Criteria

Kindergarten to Year 6

Students of school age (Kindergarten to Year 6) satisfying at least one category of the disability criteria of; intellectual disability, language disability or Autism, will be considered for admission to Kindergarten to Year 6 at St Lucy's School.

Years 7 – 12

Students must satisfy the disability criteria for intellectual disability. Students may also satisfy additional disability criteria.

The curriculum to be offered at St Lucy's School from Years 7 - 12 is based on NESA Life Skills courses. NESA Life Skills courses are designed particularly for students with an intellectual disability who cannot access the regular outcomes and content.

Students who are in Year 6 at St Lucy's will have automatic enrolment into Year 7 if they meet the eligibility criteria for Years 7 – 12.

Applications for enrolment can be made at any time through the Registrar. Applications for Kindergarten or Year 7 for the year following, must be submitted before May 31 of the preceding year.

If the child is an overseas student, the Principal or Registrar will need to sight the student's original passport, visa and citizenship documents. The student must meet all the other enrolment requirements and all supporting documents must be accompanied by certified copies in English.

Click here to view St Lucy's enrolment policy: <https://www.stlucys.nsw.edu.au/policies/>

OTHER KEY POLICIES

Student Welfare, Anti-Bullying and Discipline

The St Lucy's Pastoral Care of Students, Discipline and Positive Behaviour Support policies provide processes by which St Lucy's seeks to provide a safe and supportive environment to support the mental, physical, social and emotional wellbeing of students. St Lucy's School, as a Catholic school, recognises that the Gospel values of love, compassion, reconciliation and justice foster an environment which caters to the needs of all members with student's needs being of primary concern. We recognise and respect the worth of every individual, helping all to achieve their full potential.

The Pastoral Care of Students policy outlines how St Lucy's provides Pastoral Care to each student with a view to providing each one with the fullest opportunity for personal, academic, social and spiritual growth. Pastoral care at St Lucy's underpins every aspect of the work undertaken with students and their families. As a Catholic School, in the Dominican tradition, St Lucy's has at its centre the Dominican values. These values are modelled by our behaviour, expressed in our decisions, practised in our relationships and taught to the children.

The formation and well-being of each student is the responsibility of all staff members and it is recognised that collaborative and supportive team work is necessary to ensure the safety and well-being of each student. The role of family/carers is recognised as key in supporting and maintaining each student's well-being. St Lucy's staff work closely and collaboratively with the families of its students.

The Positive Behaviour Support Policy outlines the key concepts and definitions of positive behaviour support. Positive Behaviour Support (PBS) at St Lucy's School is based on the Three-Tiered approach as described by the School-wide PBIS approach. With a student population predominantly comprising of students with mild to severe intellectual and developmental disabilities, Autism Spectrum Disorder, and associated communication difficulties, there is an increased likelihood of challenging behaviours. At St Lucy's, challenging behaviour is defined as behaviour that impacts on the physical or emotional wellbeing of the person and/or others in the environment. It may include but is not limited to; refusal, non-compliance, and verbal and physical acting out behaviours. As a school we are committed to a positive approach to student's behaviours. This includes providing a functional analysis of challenging behaviours, positive reinforcement of desired behaviours, and a planned, coordinated response to undesired behaviours. Staff are provided with regular training to enhance their knowledge of PBS at each tier. Training is also offered to families and other professionals.

The nature of students at the school impacts on their understanding of rules, appropriate conduct, relationships and an understanding of consequences, making a discipline and anti-bullying policy as it may be applied in a mainstream setting inappropriate. Undesirable verbal, physical and cyber behaviours from one student towards another student are not considered to be 'bullying' in the St Lucy's context. These behaviours would be managed through the Positive Behaviour Support and Discipline policies and the associated procedures.

The General Grievance & Complaints & Compliments Policy outlines the policy and procedures to be followed in the case of a complaint or grievance, or compliment by an employee or visitor or member of staff, parent or member of the public. For the purpose of this document the words "complaint" and "grievance" are taken to be the same. A Grievance is defined as resentment about the conduct of an individual, group or organisation that is seen as producing an injustice or some wrong or offence that is grounds for action by the person with the grievance.

This policy gives a professional response to suggestions, complaints and allegations, promotes fairness, leads to improvements and creates confidence in the outcome.

Complaints, as well as compliments and other constructive feedback, create opportunities for an organisation to improve its services and prevent future problems.

This policy recognises that effective grievance/complaint management contributes to an improved work and learning environment for all members of the St Lucy's School community.

This policy also provides an opportunity to improve student, parent, staff, visitor and public experiences by identifying areas of strength, risk and areas for improvement.

The Discipline policy operates within a context of justice, procedural fairness, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all members of the community. The School is required by government regulation to publicly disclose the consequences for serious breaches in relation to student conduct. In a special school where challenging behaviour is linked to a child's disability, expressive communication abilities and receptive understanding, graded disciplinary penalties are inappropriate. Challenging behaviours (including behaviours that cause harm to others) will be considered on an individual student basis in the context of the setting. St Lucy's has 3 school rules; Be Kind, Be Safe and Be Your Best. Students are supported in their understanding of the rules on an ongoing basis through explicit teaching, visuals and feedback.

St Lucy's School prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

When a student has demonstrated a behaviour that is harmful to them or others on more than one occasion, a functional assessment is undertaken in order to provide a planned and coordinated response and to limit risk. When a student's behaviour is causing a substantial risk of harm to others, a risk assessment will be undertaken. The risk assessment will be used to inform the implementation of strategies and consideration of penalties (if appropriate).

Major Disciplinary Penalties (suspension, expulsion, exclusion) are last resort actions, which are only invoked with due process in the event of serious breaches of the school discipline policy and/or if it becomes evident that St Lucy's is unable to adequately cater for a particular student and maintain theirs and/or other's safety. St Lucy's School does not expel students. However, if such an extreme circumstance ever did arise that required a decision to expel, the school would ensure the principles of procedural fairness will be followed. Thorough investigation always precedes any such action. Parents would normally be actively involved in the process unless the circumstances require urgent intervention.

In every instance of a serious breach, the Principal is primarily responsible for the application of due process and appropriate support of a student and family members.

The full text of the school's Pastoral Care of Students, Discipline and Positive Behaviour Support policies can be accessed by request from the Principal or from the school.

Priority areas for improvement

Goals for 2020

1. Complete the 'big build' on time and budget by June 2020 and move in and open officially
2. Improve on-going Staff Induction process especially for those staff who join during the year
3. Manage the campus safely especially as we complete the building works and improve Positive Behaviour Support systems
4. NESA whole school Registration and Accreditation K-9
5. Review Therapy Services and implement the recommended model of service
6. Prepare for Year 9 – 12 VET, work experience, community engagement and post-school pathways and options
7. Consolidate Thursday meeting plan into our practice
8. Review implementation of TAA Policy, Procedures and Operations
9. Review Liturgy and Sacramental Programs
10. Develop the Religious Education Curriculum for 7 – 12
11. Develop formal program for Faith Formation for Families and Staff
12. Embed the mission and values statements across the whole community
13. Complete a Building and Landscape Master Plan for the School
14. Prepare next 3 Year Strategic Plan 2021 to 2023.

Initiatives promoting respect and responsibility

Parent satisfaction was measured by a school improvement survey of parents.

83 parents completed the online survey; a response rate of 54%. The survey provided evidence that parent satisfaction pertaining to many aspects of the School's operations and service delivery was high. An analysis of the data obtained from the survey is used to ensure continued school improvement. In addition to the school improvements survey, exit surveys of parents whose children were leaving are undertaken to determine satisfaction levels of these parents.

From the School Improvement Survey the results were:

- 98% of parents feel that the teachers expect their child to do his/her best.
- 98% of parents feel that Individual Education Planning meetings with my child's teacher are useful.
- 90% of parents feel that teachers at St Lucy's provide my child and me with useful feedback about his/her school work.
- 97% of parents feel that staff at St Lucy's motivate my child to learn.
- 96% of parents feel that I can talk to my child's teachers about my concerns.
- 91% of parents feel that my child is making good progress socially at St Lucy's.
- 94% of parents feel that St Lucy's works with me to support my child's learning.
- 86% of parents feel that they are happy with the academic progress their child has made this year.
- 96% of parents feel their child is safe at St Lucy's.

Student satisfaction

The use of a school improvement survey to measure student satisfaction is not an appropriate tool to measure the satisfaction of the majority of St Lucy's students. At St Lucy's, student satisfaction can reasonably be measured by parent report. The majority of parents, when surveyed, report that their child is very happy at St Lucy's.

Staff satisfaction

Staff satisfaction was measured by a school improvement survey of staff conducted on-line at the end of 2019. 59 staff completed the survey; a response rate of 66%. The survey provided evidence that staff satisfaction pertaining to many aspects of their employment at the school was high and that staff would recommend St Lucy's as a place to work. An analysis of the data is used to ensure ongoing school improvements.

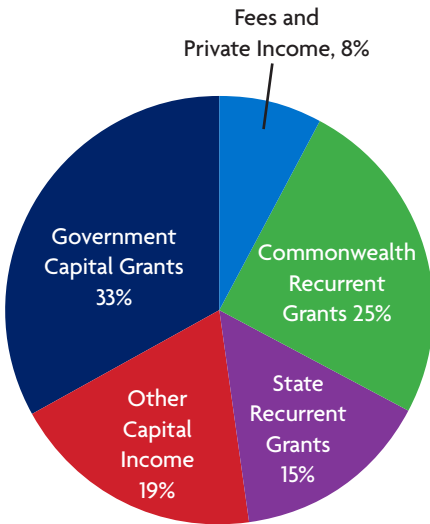
SUMMARY FINANCIAL INFORMATION

Finances

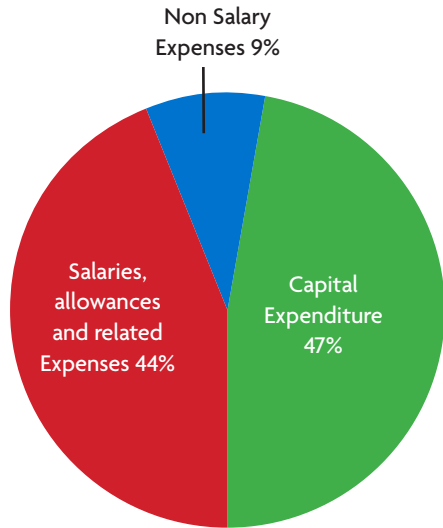
State and Commonwealth recurrent grants contributed 40% of St Lucy's total revenue in 2019. Government Capital Grants contributed 19% of revenue. The primary component of 'Fees and Private Income' and 'Other Capital Income' is donations and fundraising which provided a total of 21% of overall income.

The Revenue and Expenses for the 2019 year are shown in the graphs below:

St Lucy's Revenue for 2019



St Lucy's Expenses for 2019



PUBLICATION REQUIREMENTS

The 2019 St Lucy's Annual Report will be published by 30 June 2020. The Annual Report will be made available to NESA online. It will also be made available to the public online, on the School's website.

In addition to formal requirements for publication relating to the Annual Report, St Lucy's School notes that information may be requested at any time by the NSW or Australian Governments and in order to meet the requirement to have policies and procedures that will facilitate the provision of data to the Minister if any additional information is required at any time (Ref: Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.10.2). Additional information that is requested by the Minister will be provided to the NESA in an online or appropriate electronic form.